

Lockport City School District
ELA Grade 2
Unit 2
Aligned to the Common Core 2011-2012

Unit 2 Title: Organizing a Club

Rationale: Students who are college and career ready value evidence, build strong content knowledge, comprehend as well as critique, and use technology and digital media strategically and capably.

Duration: 10 weeks

PHASE ONE: DESIRED RESULTS

GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:

***Note: highlighted standards are formally assessed within this unit.**

Reading for Literature

Describe how characters in a story respond to major events and challenges (RL.2.3)

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (RL.2.7)

Reading for Information

Ask and answer questions such as who, what, where, when, why, and how to demonstrate an understanding of key details in a text. (RI.2.1)

Identify the main topic of a multipage text as well as the focus of specific paragraphs within the text. (RI.2.2)

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area (RI.2.4)

Identify the main purpose of a text, including what the author wants to answer explain, or describe (RI.2.6)

Reading Foundational Skills

Know and apply grade-level phonics and word analysis skills in decoding words

Distinguish long and short vowels when reading regularly spelled one-syllable word (RF.2.3a)

Read with sufficient accuracy and fluency to support comprehension

Read grade-level text with purpose and understanding (RF.2.4a)

Writing

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. (W.2.1)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2)

With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by planning, revising, and editing. (W.2.5)

Participate in shared research and writing projects. (W.2.7)

Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed. (W.2.11)

Recall information from experience or gather information from provided sources to answer a question (W.2.8)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or spelling (L.2.1)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Capitalize holidays, product names, and geographic names (L.2.2a)

Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2c)

Consult reference materials, including beginning dictionaries, as needed to check and correct spelling (L.2.2e)

Speaking and Listening

Participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and large groups.

Follow agreed-upon rules for discussions (SL.2.1a)

Build on others' talk in conversations by linking their comments to the remarks of others (SL.2.1b)

Ask for clarification and further explanations as needed about the topic and text under discussions (SL.2.1c)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue (SL.2.3)

Tell a story of recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentence (SL.2.4)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)

ESSENTIAL QUESTIONS:

- Why do people work together?
- How do they work together?
- What challenges do people face when working together?

**BY THE END OF THIS UNIT,
STUDENTS WILL KNOW:**
(What do I need to teach?)

- **Strategies for determining the following when reading informational text:**
How to determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area
How to identify the main purpose of a text
- **Strategies to teach while reading literature:**
How to activate and use prior knowledge, Make and confirm predictions, Recognize text structure: story and informational, Identifying main ideas, Visualize; use mental imagery, Use parts of a book to locate information, Identify author's purpose, Draw conclusions, How to make meaning from Graphic sources, the difference between realism and fantasy, Sequence of events, how to describe characters, determine the setting of the story
- Strategies to help students pick out the character and the main events or challenges and how the character responds to it.
- Strategies for using information to understand that illustrations and words in print or digital text to can demonstrate the understanding of its characters, setting, or plot.

**BY THE END OF THIS UNIT,
STUDENTS WILL BE ABLE TO:**
(What do I need to model, coach the development of, and ask students to perform/do?)

- **Interpret, from informational text read:**
Use context clues to figure out the unfamiliar grade-level meaning of words that are
Tell the main purpose of a text.
- **When reading literature:** Activate and use prior knowledge, Make and confirm predictions, Recognize text structure: story and informational, Identifying main ideas, Visualize; use mental imagery, Use parts of a book to locate information, Identify author's purpose, Draw conclusions, Graphic sources, Realism and fantasy, Sequence of events, Character, Setting
- Tell how a character responded to a major event or challenge
- When reading literature, the students will use information gained from illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.

<ul style="list-style-type: none"> • Strategies for writing informative/explanatory text: <i>How to</i> create and use guiding questions, how to establish a main idea and use details to support it, how to gather facts from varied resources, how to revise work effectively • Strategies for selecting appropriate research and publication tools online. • Strategies for applying and improving use of conventions: How to demonstrate command of conventions: capitalization, apostrophes for contractions, and possessive nouns, demonstrate learned spelling patterns • Strategies for demonstrating speaking, listening, and collaborative learning skills: <i>How to</i> narrate in sequence, use different types of media to enhance message, follow and give directions, compare and contrast characters, make introductions • Strategies for Applying Foundational Reading Skills: <i>How to</i> decipher letter-sound relationships, r-controlled vowels, vowel digraphs, base words and inflected endings, contractions, blend syllables to decode multisyllabic words, read aloud with accuracy, comprehend, and use appropriate rate, read aloud with expression, attend to punctuation and use appropriate phrasing, practice fluency, read high frequency words and lesson vocabulary automatically, develop vocabulary, use context clues, use grade-appropriate references, use graphic organizers to group study and retain vocabulary, 	<ul style="list-style-type: none"> • As writers of informative/explanatory text: Guiding Questions for Theme, Main Idea, Supporting Details, Use of Facts from Varied Sources, Revision • Use internet to research and publish writing. • Apply conventions: Demonstrate command of conventions: capitalization, apostrophes for contractions, and possessive nouns, demonstrate learned spelling patterns • Demonstrate speaking, listening, and collaborative learning skills: Narrate in sequence, types of media, follow and give directions, compare and contrast characters, make introductions • Foundational Reading Skills: Know letter-sound relationships, know r-controlled vowels, know vowel digraphs, base words and inflected endings, contractions, blend syllables to decode multisyllabic words, read aloud with accuracy, comprehension, and appropriate rate, read aloud with expression, attend to punctuation and use appropriate phrasing, practice fluency, read high frequency words and lesson vocabulary automatically, develop vocabulary, use context clues, use grade-appropriate references, use graphic organizers to group study and retain
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<p>examine word usage and effectiveness</p> <ul style="list-style-type: none"> • Language Skills: How to use reference materials to check and correct spelling 	<p>vocabulary, examine word usage and effectiveness</p> <ul style="list-style-type: none"> • Language Skills: use reference materials to check and correct spelling
PHASE TWO: ASSESSMENT EVIDENCE	
<p>Assessment Task:</p> <p>Unit 2 Culminating Task</p>	<p>Formative Assessment Process:</p>
<p>What will the student do or produce to demonstrate their understanding and abilities?</p>	<ul style="list-style-type: none"> • How will the teacher support performance on this task? • How will the teacher formatively assess student work and provide feedback?
<p>Students will.....</p> <ul style="list-style-type: none"> • Learners will, with teacher support, brainstorm potential questions that will then guide their research about the varied purposes of clubs. <u>This will be captured on their note-sheet.</u> (RI.2.1) (W.2.5) • Learners will search a variety of informational texts to locate information about the varied purposes of clubs. They will determine what the main topic is of each text they read and 	<p>Teacher will.....</p> <ul style="list-style-type: none"> • Support students as they brainstorm worthwhile questions about clubs to guide their research. • Provide access to print and digital texts about the purposes of clubs and varied examples of clubs. • Support writers as they capture main topics of texts and paragraphs within texts, using note-sheets. • Help writers form groups and establish potential purposes for clubs.

<p>identify the topics of several paragraphs within each text. <u>This will be captured on their note-sheet.</u> (RI.2.2) (W.2.7)</p> <ul style="list-style-type: none"> • With teacher support, groups will use what they have learned from their research to create a club that will work together to solve a real problem. • Timed Writing: Each learner will independently express a written opinion about the purpose of the club and share reasons that support this opinion, using the linking words <i>because</i> and <i>also</i>. Their opinion piece will also have a concluding statement. <u>This will be submitted to teachers for formative assessment purposes.</u> (W.2.1) (W.2.5)(W.2.7) • They will use teacher feedback to revise and improve <u>this draft</u>, which may then be used for summative assessment purposes. • Each writer will draft a proposal for their club's poster. This <u>proposal</u> will include their ideas for how the poster could include the following: <ul style="list-style-type: none"> ○ An introductory section, which provides background information about the club's purpose. ○ Facts and details about how the club functions, including the use of photographs and video. ○ A concluding section, which provides information about actions the club has taken to meet goals and/or information 	<ul style="list-style-type: none"> • Assign timed writing task, which must be completed without teacher support in 30 minutes of class time. • Collect drafts and use a standards-based rubric to assess quality and provide criteria-specific feedback to students. • Capture findings/data from the timed writing task using the approved rubric. • Use these findings to inform instruction, revise curricula, and coach individual writers to improve skills. • Model how to create a high quality proposal, which must include the following: <ul style="list-style-type: none"> ○ An introductory section, which provides background information about the club's purpose. ○ Facts and details about how the club functions, including the use of photographs and video. ○ A concluding section, which provides information about actions the club has taken to meet goals and/or information about the club's accomplishments. • Guide writers as they use rubrics to self-assess, set goals, and revise. Collect and provide feedback. • Coach writers to provide high quality criteria-specific feedback to peers and to capture what is learned on their note-sheets. • Support writers in the revision of their
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about the club's accomplishments.

This draft will be completed in the note-sheet packet. (RI.2.1) (W.2.2) (W.2.5)

- Learners will use a criteria-specific rubric to self-assess and the note-sheet to reflect and set goals. They will revise their draft, which will be submitted to the teacher for formative assessment purposes. (W.2.2) (W.2.5)
- The teacher will provide criteria-specific feedback to writers on these drafts. With guidance and support from adults, peers will then provide criteria-specific feedback on several drafts completed by others, using the peer review process. Findings from peer review will be captured on their note-sheets. (W.2.5) (SL.2.2) (SL.2.3) (SL.2.6)
- Learners will revise their individual plans in response to feedback received and prepare to share their final proposals with their group. (W.2.5)(W.2.11)
- Groups will review all final proposals submitted by members and choose facts and details from each proposal to include in their final poster. They will work together to create a final product that is truly a collaborative effort. (W.2.7)(W.2.11)
- Posters will be used to introduce the groups to the class and/or school. Those groups that have the most beneficial purposes and/or those who

proposals, and help them prepare to share them with their groups.

- Model strategies that groups may use for reviewing all proposals and selecting information from each one to include in a single group poster.
- Provide exemplars of posters, so groups are aware of what high quality looks like.
- Support groups in the presentation of their posters.
- Determine which groups could remain functioning long term and work with administrators to support.

have accomplished the most toward the achievement of their goals can and should be supported to function in an authentic way long-term.

**PHASE THREE:
WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE
LITERACY BLOCK**

MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING	<ul style="list-style-type: none"> Targeted comprehension, fluency, listening and speaking and/or language skills 	Textbook leveled readers RUBRICS CHECKLISTS ANNOTATED RECORDS
SHARED READING AND LISTENING TO AUDIO VERSIONS OF TEXT	<ul style="list-style-type: none"> Activate and use prior knowledge Make and confirm predictions Recognize text structure: story and informational Identify main idea Visualize; use mental imagery Use parts of a book to locate information Identify author's purpose Draw conclusions Use graphic sources (charts, diagrams, graphs, maps, tables) Distinguish between Realism and fantasy Sequence events Recognize characters' traits, actions, feelings, and motives Identify Setting 	Individual or small group-selected relevant text RUBRICS CHECKLISTS ANNOTATED RECORDS Scott Foresman Listening Comprehension (Day 1) Scott Foresman Read Aloud Anthology Scott Foresman Big Book "From Me to You" RUBRICS CHECKLISTS ANNOTATED RECORDS